



## Boiling Springs Junior High

4801 Highway 9

Inman, South Carolina

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	1,191 Students	
<b>Principal</b>	Donald Barnette	864-578-5954
<b>Superintendent</b>	Dr. Scott Mercer	864-578-0128
<b>Board Chair</b>	Mr. Danny J. McDowell	864-578-0128

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

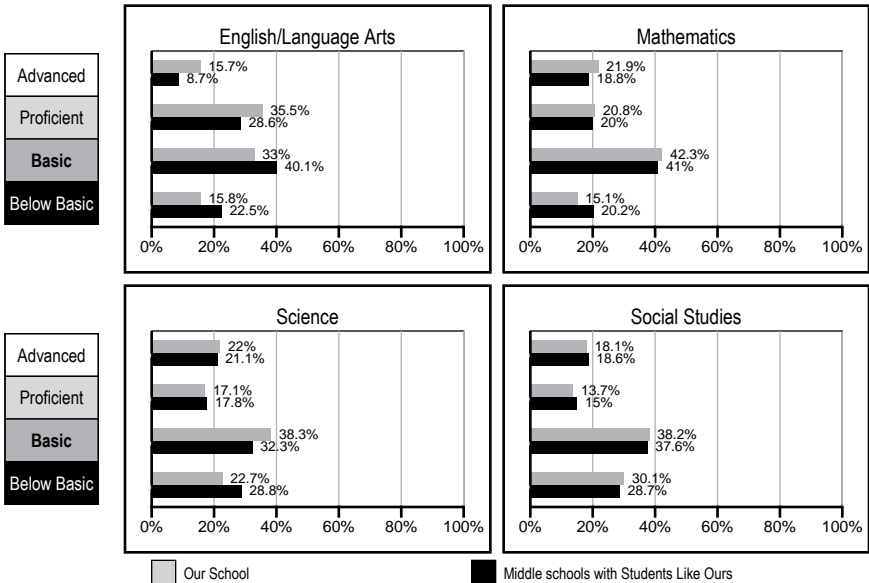
95.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	33	10	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	98.6
English 1	99.2	94.7
Physical Science	0	38.3
All Subjects	99.6	98.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,191)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	12.8%	Down from 15.3%	27.5%	19.4%
Retention rate	0.8%	Down from 1.5%	2.0%	1.8%
Attendance rate	95.3%	Down from 96.0%	96.0%	95.8%
Eligible for gifted and talented	17.1%	Up from 14.2%	20.8%	15.3%
With disabilities other than speech	10.6%	Up from 8.7%	11.4%	12.9%
Older than usual for grade	1.0%	Down from 1.4%	2.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.2%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=65)</b>				
Teachers with advanced degrees	58.5%	Down from 62.9%	56.0%	55.0%
Continuing contract teachers	64.6%	Down from 75.8%	74.3%	70.6%
Teachers with emergency or provisional certificates	2.0%	No Change	4.2%	5.4%
Teachers returning from previous year	85.0%	Down from 90.5%	85.9%	83.4%
Teacher attendance rate	94.7%	Down from 95.3%	95.0%	94.9%
Average teacher salary	\$44,189	Up 1.9%	\$45,059	\$44,706
Professional development days/teacher	10.9 days	Down from 12.3 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	15.0	Up from 14.0	4.0	3.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 24.5 to 1	22.3 to 1	20.1 to 1
Prime instructional time	88.2%	Down from 89.6%	89.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	73.0%	Down from 80.1%	98.3%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	\$5,828	Up 5.0%	\$6,479	\$7,097
Percent of expenditures for instruction*	59.6%	Up from 59.2%	66.1%	64.4%
Percent of expenditures for teacher salaries*	56.1%	Down from 57.0%	60.7%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Boiling Springs Junior High School is a student-oriented school with a supportive environment which allows students to focus on learning. During the 2007-2008 school year, our enrollment totaled 1181 grade seven and grade eight students. The successes of the academic, athletic, and fine arts programs at our school can be attributed to the hard work of conscientious students, dedicated teachers, and supportive parents. At Boiling Springs Junior High School, students truly come first.

This past year, the majority of our grade eight students completed either Algebra I or Introduction to Algebra classes. On the Algebra I End-Of-Course Test, the average score for our students was 96, and on the English I End-of-Course Test, the average score for our students was 90. Approximately twenty-six percent of all eighth grade students participated in advanced level classes.

Teachers were trained in Cognitive Compatible Classrooms (CCC), and they did an outstanding job of implementing activities which engaged students in the learning process. As part of the CCC initiative, the physical environment of classrooms was improved to support instruction by the use of word walls, book displays, and instructional bulletin boards.

Exploratory classes and extracurricular activities played an important role for our students. This year, fifty-two students were named South Carolina Junior Scholars for their outstanding scores on the Preliminary Scholastic Achievement Test (PSAT). Approximately forty percent of our students joined the band, chorus, or orchestra programs. We had 213 student athletes who participated in football, basketball, volleyball, or cheerleading. Our grade eight football team won the Peachtree Conference Championship this school year.

The PTSO worked tirelessly in raising funds to provide additional technology, rewards for students, and appreciation incentives for teachers. This organization was invaluable to the success of students and teachers. Our band, chorus, and orchestra students presented superb performances during the PTSO meetings.

Boiling Springs Junior High School is a student-oriented school where students come first. Teachers are diligent in their efforts to improve student achievement and help students succeed. Through constant monitoring, we strive to maintain a safe and secure learning environment for all students. We are a school in which students, parents, and the community can take pride. We appreciate the hard work of students, the dedication of teachers, and the support of parents, all of which are fundamental to the continued success of our school.

Donald Barnette, Principal  
Pamela Rice, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	460	59
Percent satisfied with learning environment	74.5%	59.8%	75.9%
Percent satisfied with social and physical environment	92.2%	65.1%	73.7%
Percent satisfied with school-home relations	88.0%	75.7%	63.8%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 27 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.9%	0.0%	No
Student attendance rate	95.3%	94.0%	Yes

\* Or greater than last year

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	1173	99.5	16.9	35	35	13.2	58	60.7	48.2	Yes	Yes
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**Gender**

Male	629	99.5	20.1	38	31	10.9	52.1	53.8	41.7	N/A	N/A
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Female	544	99.5	13.3	31.4	39.6	15.8	64.9	68.5	55	N/A	N/A
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**Racial/Ethnic Group**

White	867	99.5	13.9	32.5	38.4	15.2	63.3	64.4	60	Yes	Yes
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African American	174	99.4	23.9	41.5	30.2	4.4	44	49.8	31.7	Yes	Yes
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Asian/Pacific Islander	46	100	20.9	51.2	18.6	9.3	41.9	51.3	70.4	Yes	Yes
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Hispanic	72	98.6	40.3	38.7	12.9	8.1	30.6	38.8	38.4	No	Yes
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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**Disability Status**

Disabled	121	97.5	74.1	21.4	1.8	2.7	6.3	13.3	16	No	Yes
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**Migrant Status**

Migrant	11	100	50	50	0	0	10	21.6	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	107	99.1	33	42.3	14.4	10.3	37.1	46.8	36.9	Yes	Yes
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**Socio-Economic Status**

Subsided meals	507	99.2	25.3	40	26.8	7.9	45.5	48	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	1174	99.5	16	46.7	20.7	16.6	51.3	57.7	45.8	Yes	Yes
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**Gender**

Male	629	99.5	17.4	42.2	20.8	19.6	53.4	57.8	45.6	N/A	N/A
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Female	545	99.5	14.4	51.9	20.6	13	48.8	57.5	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	867	99.4	13.3	44.7	22.8	19.2	57.6	62.4	59	Yes	Yes
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African American	175	100	26.7	51.6	13.7	8.1	31.7	40	26.9	No	Yes
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Asian/Pacific Islander	46	100	16.3	53.5	20.9	9.3	32.6	41.7	71.3	Yes	Yes
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Hispanic	72	98.6	25.8	58.1	11.3	4.8	25.8	39.9	38.1	No	Yes
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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**Disability Status**

Disabled	122	97.5	61.9	33.6	1.8	2.7	9.7	18.3	17.1	No	Yes
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**Migrant Status**

Migrant	11	100	40	60	0	0	0	16.2	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	107	99.1	23.7	53.6	14.4	8.2	36.1	46.5	38.7	No	Yes
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**Socio-Economic Status**

Subsided meals	508	99.2	22.3	49.7	17.8	10.2	40.8	46.1	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	885	99.7	22.2	38.4	17.1	22.2	39.4	41	35.7	95.3	96
<b>Gender</b>											
Male	473	99.4	22.8	31	18.3	27.9	46.2	44.6	37.4	95.2	96
Female	412	100	21.6	46.9	15.7	15.7	31.4	37	33.8	95.5	96.1
<b>Racial/Ethnic Group</b>											
White	652	99.5	19.6	35.9	19.6	24.9	44.5	46.1	49.2	95.1	95.9
African American	133	100	30.6	48.8	9.9	10.7	20.7	23.3	17	96.2	96.7
Asian/Pacific Islander	33	100	22.6	45.2	12.9	19.4	32.3	31	58	97.9	97.3
Hispanic	54	100	37	43.5	6.5	13	19.6	17.6	24.9	93.9	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.9	95.7
<b>Disability Status</b>											
Disabled	92	97.8	70.2	20.2	6	3.6	9.5	15.9	14	93.7	94.8
<b>Migrant Status</b>											
Migrant	9	I/S	I/S	I/S	I/S	I/S	I/S	4.3	21.9	95.1	96.9
<b>English Proficiency</b>											
Limited English Proficient	84	100	28.2	44.9	11.5	15.4	26.9	24.5	24.4	95.2	96.6
<b>Socio-Economic Status</b>											
Subsided meals	395	99.8	30.4	39.5	15.3	14.8	30.1	29.6	21.1	94.2	95.4

**Social Studies**

All Students	889	99.6	29.6	38.4	13.7	18.3	32	35.9	34	95.3	96
<b>Gender</b>											
Male	480	99.4	28.7	34.7	14.3	22.3	36.6	39.5	36.6	95.2	96
Female	409	99.8	30.7	42.7	13	13.5	26.6	31.9	31.3	95.5	96.1
<b>Racial/Ethnic Group</b>											
White	659	99.4	26.2	37.8	15.3	20.7	35.9	39	44.5	95.1	95.9
African American	130	100	39.8	42.4	8.5	9.3	17.8	20.9	19.1	96.2	96.7
Asian/Pacific Islander	34	100	28.1	50	9.4	12.5	21.9	32.1	58.9	97.9	97.3
Hispanic	53	100	55.3	23.4	12.8	8.5	21.3	28.6	27.5	93.9	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.9	95.7
<b>Disability Status</b>											
Disabled	88	97.7	74.1	19.8	3.7	2.5	6.2	9.5	14.4	93.7	94.8
<b>Migrant Status</b>											
Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	15.4	22.6	95.1	96.9
<b>English Proficiency</b>											
Limited English Proficient	81	100	50	24.3	12.2	13.5	25.7	29.5	27.3	95.2	96.6
<b>Socio-Economic Status</b>											
Subsided meals	377	99.5	41.8	36.6	10.7	11	21.6	24.5	21	94.2	95.4

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	559	98.8	16.3	28.6	42.8	12.3	55.1
	8	537	99.1	15.7	38.9	35.1	10.3	45.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	607	99.5	16.4	33.2	38.6	11.8	50.4
	8	566	99.5	17.5	36.8	31.1	14.5	45.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	559	98.8	13.6	36.8	22.8	26.8	49.6
	8	537	99.4	17	46.1	20.6	16.2	36.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	607	99.7	14.4	46.1	21.1	18.3	39.4
	8	567	99.3	17.7	47.3	20.3	14.7	35
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	559	97.9	22.2	31.6	20.2	26.1	46.3
	8	273	98.9	26.7	40.1	19	14.2	33.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	606	99.5	21	38.3	16.6	24	40.6
	8	279	100	24.8	38.5	18.1	18.5	36.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	559	98	27.9	36.5	13.9	21.7	35.5
	8	266	98.5	21	51.6	16.7	10.7	27.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	605	99.5	31.5	32.6	11.5	24.4	35.9
	8	284	99.7	25.7	50.4	18.4	5.5	23.9

Abbreviations for Missing Data

N/A–Not Applicable

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